



A COLLABORATIVE EVALUATION APPROACH TO PSYCHOTHERAPY

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ABSTRACT

The Model for Collaborative Evaluations (MCE) was part of the initial efforts to examine whether personal characteristics are associated with a multi-pillar, base 22-numbered scale. The MCE capitalizes on the strengths of various key stakeholders who provide a baseline for formative and summative decision-making. The evaluation used a questionnaire and semi-structured interviews to collect data from community members. Psychotherapy Base 22 offers a compass in the search for the path that leads to psychological balance. It provides several advantages like gaining specific insight for psychologists to use as a tool to provide individualized therapy. Humans are not defined by a single number, but by an interrelation of all the pillars in the construct. In Psychotherapy Base 22, there are no good or bad, positive, or negative numbers, just harmony or disharmony with numbers, which may lead to trends that guide us in the search for personal balance. Implications of this collaborative evaluation results are highlighted, including specific stakeholders' perceptions, along with ways of using Psychotherapy Base 22 with other stakeholders. The evaluation approach has two conceptually related segments, a formative part of the evaluation and a summative portion. The formative part of the evaluation provided immediate feedback to the evaluand who then provided brain based reasons for the early results, which catalyzed thoughts of analysis refinement. The summative evaluation provided an ending that could be further used as the basis for post-project work. The MCE has six components that guided the evaluation in an efficient and effective manner. These components are applied in a recursive and iterative manner.

KEYWORDS: Model for Collaborative Evaluations, Psychotherapy.

A COLLABORATIVE EVALUATION APPROACH TO PSYCHOTHERAPY:

This collaborative evaluation was conducted as an aid to psychologists and professionals from related fields using Psychotherapy Base 22 to study personal characteristics. This type of psychotherapy attempts to provide a compass in the search towards finding a sense of equilibrium through a more accurate sense of self-knowledge (Mitchell, Rincones-Rodríguez, Walker-Egea, 2021). Through a collaborative evaluation, key stakeholders are provided the power to voice their opinions and make recommendations for improvement (Rodríguez-Campos, Mitchell, Rincones-Gómez, 2020). The purpose of this article is to show how a collaborative evaluation was conducted to investigate the relationship between Psychotherapy Base 22 and personal characteristics of respondents. Specifically, we examine the key characteristics of this type of psychotherapy with an emphasis on meaning of each number. Human beings are not defined by a single number, but the interrelation of all the pillars and numbers. Therefore, all the characteristics linked together show our personality. As explained by López Cano (2020), in Psychotherapy Base 22 there are no good or bad, positive or negative numbers, just harmony or disharmony with specific numbers, and this leads to trends that guide the search for personal balance. For instance, if your numbers are in disharmony, you will live in continuous stress without being able to achieve your highest potential. The Model for Collaborative Evaluation (MCE) provides a comprehensive framework to examine personality traits in a collaborative environment. In clear and simple language, we outline key concepts about Psychotherapy Base 22 and blend theoretical grounding with its application through a collaborative evaluation.

Psychotherapy Base 22:

According to López Cano (2020), a multi-pillar, base 22-numbered scale shows an instruction book of what individuals have in their unconscious and provides a compass in the search for the path to balance (see Figure 1). It offers several advantages, such as a greater understanding of relationships, and a tool to find the appropriate therapy leading to a better version of us (e.g., reducing stress). This multi-pillar is associated with a specific group of strengths and weaknesses and intertwined knots. There is a need to create standardized tools and resources to assist decision-making practices within this scale. Thus, a collaborative approach using the Model for Collaborative Evaluations (MCE) was used in this evaluation. Results of this effort provide additional considerations for Psychotherapy Base 22.

The source of information from Psychotherapy Base 22 has several sources, for example, Kris Hadar, Solomón Sellam, and Manuel López Cano, who focused on knowing the psychological, behavioral, and evolutionary characteristics of people, adding to it a therapeutic approach (López Cano, 2020).

Arithmetic Principles:

Psychotherapy Base 22 is based on the first 22 numbers; therefore, the upper numbers have to be reduced to a number between 1 and 22. If the first reduction from the sum of the numbers does not come to be between the number 1 and 22, it will

be necessary to do another. For example: $37 = 3 + 7 = 10$. However, $1898 = 26$ as it is greater than 22 then it is reduced until it is between 1 and 22. The reduction is: $2 + 6 = 8$.

The Mirror:

According to López Cano (2020), the mirror reflects the image of a person in all its aspects: Physical, social, psychological, and psychic. The mirror shows a summary of the blockages or contradictions that everyone faces in their lives to integrate and accept their reality. If the stress tolerance level is exceeded, it is possible to fall into the mask that is the opposite to the mirror. It is the place of defense that serves as an incentive to handle the proper energy and flow back into the mirror (see Figure 2).

For example, Number 11 individuals have determination, ability for resolution and courage, achieve their proposed objectives, and become great bosses. If their masculine side can't find a way to properly manage their energy, they will become verbally violent, while a well-balanced feminine side functions as an energetic channel suitable for creation. Some principles are: Energy, autonomy, self-confidence, and leadership. Some strengths are: Resolute, great leader, and very intuitive. Some weaknesses are: Impatient, irritable, angry, and hypersensitive.

The Mask:

According to López Cano (2020), the mask is the one that shapes our way of being. For instance, it comprises all these personal, intimate, and non-transferable premises that make us flow naturally. In addition, it is everything that is imposed on us by rules, laws, environment, customs, and events that prevent us from flowing and lead us to experience situations that impinge on us (see Figure 3).

When something out of the ordinary occurs, there is a distancing that causes the appearance of defense reaction, creating the mask to protect ourselves from difficulties. It constitutes a protection system, an escape valve that is not something negative, but on the contrary, it is necessary to evolve. When the mirror pillars begin to sink because their energy is blocked, then individuals instinctively place themselves in a defensive position and begin to fall into the mask, although it is not an immediate process as there are other ones before it (e.g., pillar of resistance, emergency pillar) to avoid long-term leading to fall into illness.

For example, Number 2 are very sensitive, conciliatory and intuitive people, with great emotional wisdom, and tend towards introversion. Some principles are: Intuition, observation, emotion, and secret. Some strengths are: Reserved, conciliatory, brooding. Weaknesses: Occultist; introverted; hypocritical; dependent.

Collaborative Evaluation Approach:

Several collaborative methodologies exist (Fetterman et al. 2014), and each has advantages. In this article, we use the MCE because it can provide additional

resources for capitalizing on the expertise of those involved in the evaluation. The MCE is a framework for guiding collaborative evaluations in a precise, realistic, and useful manner (Rodríguez-Campos and Rincones-Gómez 2013). The model revolves around a set of six interactive components specific to conducting a collaborative evaluation to establish priorities and achieve a supportive evaluation environment (e.g., Rodríguez-Campos 2015; Rodríguez-Campos and Rincones-Gómez 2018).

The following are the MCE components: a) identify the situation, b) clarify the expectations, c) establish a collective commitment, d) ensure open communication, e) encourage effective practices, and f) follow specific guidelines (see Figure 4). Within an MCE approach, evaluators retain control while collaborating with stakeholders. This arrangement helps safeguard the credibility of evaluation products, while integrating collaboration into the design (Hicks, Rodríguez-Campos, and Hoon 2018).

Each of the MCE subcomponents, shown as bullet points, includes a set of ten steps suggested to support the proper understanding and use of the model. Consequently, checklists can contribute to the improvement of validity, reliability, and credibility of an evaluation. The MCE emphasizes the involvement of stakeholders; in this case, psychological experts, thereby increasing the chances that evaluation recommendations will be utilized.

Collaborative evaluation has special strengths. It creates an environment which fosters the a collective commitment toward established goals. The evaluation findings were used to reveal lessons learned and share findings with the key stakeholders (Fetterman, Rodríguez-Campos, and Zukowski 2018). Through this collaborative effort, stakeholder input was a vehicle to creative solutions that were more likely to have been produced and used, compared to an external evaluator would have accomplished in isolation.

METHODOLOGY:

Methodological approaches are included below to illustrate the model's emphasis on systematic stakeholder involvement throughout the evaluation process. There has been acknowledgement particularly in the field of psychology, but also in evaluation of the need to decolonize. Colonization refers to how a societal hierarchy still exists in post-colonial times where the minority maintains structural power over minorities (Quijano, 2007). A way to decolonize is to strive for social justice and ensure all stakeholders and those who may be affected by a program (particularly the marginalized and oppressed are appropriately listened to and addressed (Kessi et al., 2021).

The approach using the MCE's Identify stakeholders component of the Identify the situation depended upon clearly defining who the appropriate stakeholders were, including considering any possible unintended consequences because of the program evaluation results.

Because the evaluation using the MCE strategies purposefully searched for these stakeholders, it strongly promoted decolonization. It is one of the strengths of the MCE in particular, and stakeholder involvement approaches like empowerment and participatory evaluation approaches in general (Fetterman et al., 2014). There are multiple ways of knowing and no one knows it all, so at the beginning of the evaluation, the stakeholders; and critical stakeholder members; (also known as CMs) ideas were welcomed and together all the possible ways to solve the evaluation were considered and a consensus was attained resulting in high quality decisions.

For example, the evaluators became keenly aware of the organization's culture and history, and that helped us select the most appropriate methods of data collection, plan their implementation, discuss strategies, and provide feedback for improvement during the formative aspect of the evaluation. This type of involvement was considered essential for establishing ownership, building commitment in the process which was part of the Establish a collective commitment component of the MCE (Rodríguez-Campos, 2005; Rodríguez-Campos & Rincones-Gómez, 2013).

The approach using the MCE emphasized systemic and strategic stakeholder involvement all through the evaluation process. The quality of decisions made, particularly during the formative phase of the evaluation depended, on clear communication with CMs which allowed diverse approaches to achieve the evaluation's goals. Being knowledgeable of the development of the Psychotherapy Base 22 and showing sensitivity to the culture of the psychotherapists helped select the appropriate methods of data collection, implementation strategies, and processes for ongoing assessment of project and evaluation quality. This was especially important because the researchers were from Spain and the evaluators were from the United States.

A collaborative approach to data collection and analysis and re-analysis was used in this evaluation effort. Quantitative data analyses were conducted using the statistical package R. The initial pooled data were tested for normal distributions and homogeneous variance assumptions. Analysis of Variance (ANOVA) was conducted for each of the variables comparing response scores for all data and then by age group. The young group was defined as those under 20 years old (N=33), mid-age group were those 21-38 years old (N=33) and old-age group

were those greater than 38 years old (N=36).

We acknowledge at the outset that non-probability samples have limitations as to the conclusions and inferences that may be made from the data (Buelens et al., 2018; Spiegelhalter, 2014), but it served as a good starting point for establishing a baseline of data.

RESULTS:

Demographic Profile of Respondents:

As this was the preliminary stage of the evaluation, a goal was to obtain a diverse sample of people who come from different backgrounds, birth countries, and age groups. The 102 participants ranged from 12 years old to 88. There was a great diversity of cultures included in this study that included four different continents. Areas included North, Central, and South America, Europe, India, and Asia Figure 5.

Data Analysis:

Initial results showed no statistically significant relationships among the variables and principles, strengths, weaknesses, or knots (Table 1). Evaluators know that sometimes unexpected results are encountered. By following MCE protocols, we had developed a great deal of trust, and we were honest about the initially disappointing results as we avoided pandering our evaluation – where evaluators may report to the client the results they want to hear with a goal of gaining the client's favor (Stufflebeam & Shinkfield, 2007).

This trust was developed as we adhered to the Follow the collaboration guiding principles aspect of the Follow specific guidelines component of the MCE. We explained how there may be some challenges of any survey including the fact that the people may feel more comfortable identifying their most important principles and strength and that people tend to minimize their weaknesses. This participant response bias is known as social desirability bias (Nunnally, 1978; Pedhazur & Pedhazur-Schmelkin, 1991).

Once these initial data were analyzed and no statistically significant relationships were found, we used the Ensure immediate feedback subcomponent of the model and gathered qualitative data from the developers of the survey. We reported the formative findings to the program director which spurred thoughts of how younger people may respond differently to the personality questions because their brains have not fully formed the connections (Blakemore, 2012).

Based on that feedback, we analyzed the data by age group and discovered some significant differences in the response scores of three of the variables, depending on the age group (Figures 6-8). There was a significant difference between old and young age groups (Figure 6).

The second variable to show differences among the age groups was the Knot of Resistance. In these comparisons, the old group was significantly different than mid and young age groups (Figure 3).

The remaining variable that showed a significant difference in age groups was Deep Personality (Figure 8). In this case, it was the youngest age group that was statistically different from the other age groups.

As the focus of this paper was to demonstrate how a stakeholder participation approach was used to evaluate the investigation of the relationship between Psychotherapy Base 22 and personal characteristics of respondents. The evaluation results were used to reflect upon lessons learned from a first-cut analysis and to share findings with the key stakeholders. The result was a refined data analysis and ideas for future research. In presenting the initial results of the evaluation to the various stakeholders, the dynamic role of collaboration was emphasized.

Throughout this collaborative effort, the CMs reflected on what they collectively learned and affirmed their commitment to evaluation and its results. Some positive characteristics of this collaborative evaluation included improved stakeholder credibility of the evaluation because of shared decision-making, creative problem solving, and greater likelihood of the evaluation findings being used.

CONCLUSION:

This evaluation examined the relationships between survey respondents and Psychotherapy Base-22 perceptions. The results of the data analysis indicated that there are differences in how the participants responded to the survey items based on their age group. This could be attributed to differences in brain development, particularly for the young age group.

Further research would include conducting multivariate analysis and longitudinal studies. There may be other contributing factors that affect survey responses such as life experiences. Longitudinal research would allow us to see whether the responses remain stable over time.

The evaluation was conducted in an efficient manner by capitalizing on the various aspects of the Model for Collaborative Evaluations. The situation was identified which included key stakeholders who were willing to work collaboratively in the evaluation because they were part of the decision-making process, and their opinions were valued. Because the stakeholders had input into how the eval-

uation process worked, a collective commitment was established as all worked to successfully bring the evaluation to fruition.

The MCE guided us to attend to the intended and unintended effects of the collaborative relationships (Rodríguez-Campos, Martz and Rincones-Gómez 2010) and kept us cognizant of how things can change during the evaluation process.

Efficiencies in the evaluation were created as the expectations were clearly laid out once the situation was identified and we encouraged appreciation for individual differences in culture and backgrounds. Open and continuous effective communication served to build trust among the evaluators and the stakeholders.

The use of the MCE provided an increased breadth of knowledge as the evaluators and CMs had specific skill sets that contributed positively to the evaluation. Because the evaluation team had members that spoke Spanish and knew the customs of Spaniards, we were able to effectively communicate and clarify any translation issues. The evaluators were able to contribute various skills to the evaluation. This included the knowledge of conducting an efficient evaluation using the MCE, knowledge of research design, instrument (survey) development, and statistical analysis.

Based on the evaluation findings and previous experiences, Additionally, this model helped users to understand and account for the nature of evaluation work and being culturally sensitive to the full range of stakeholders in the collaborative evaluation process (Rodríguez-Campos, Martz and Rincones-Gómez 2010). Lastly, the MCE provided an increased shared ownership that also led to an increased quality of information for decision making and receptivity of the findings.

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TABLES AND FIGURES:

Table 1: Initial results of pooled survey data

Characteristic	Personality or Group	Result
Strengths and weaknesses	Personality Principle	NS
Deep personality calculated from birthdate	Personality Principle	NS
Deep Personality calculated from birthdate	Group of strengths	NS
Deep Personality calculated from birthdate	Group of weaknesses	NS
Resistance knot calculated from birthdate	Group of weaknesses	NS

Note: NS = not significant

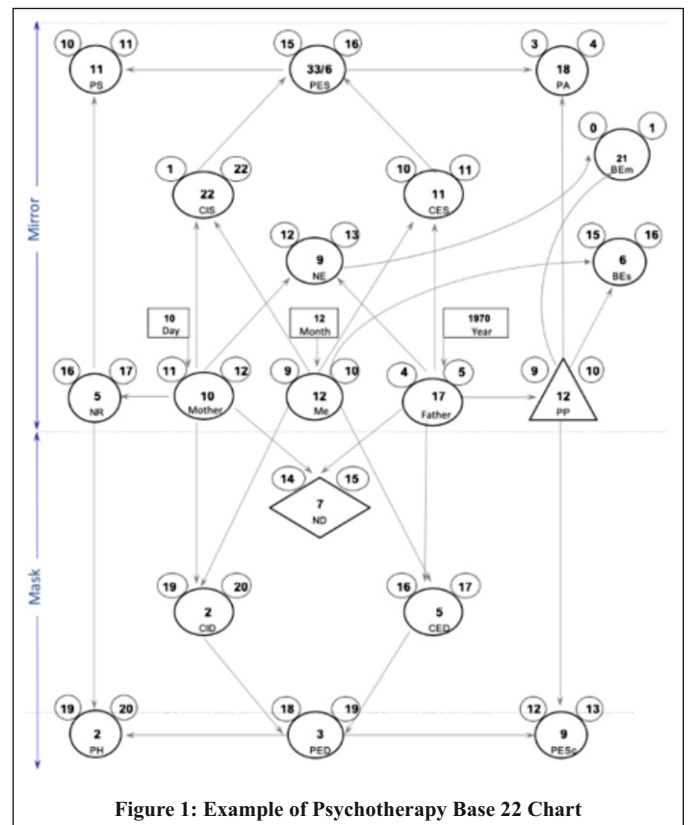


Figure 1: Example of Psychotherapy Base 22 Chart

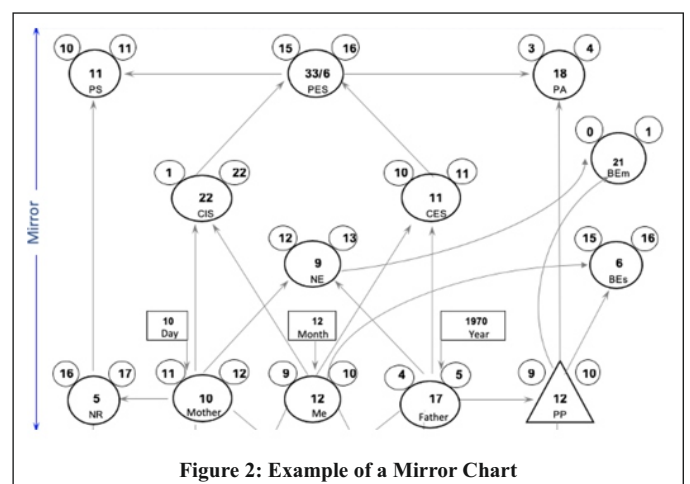


Figure 2: Example of a Mirror Chart

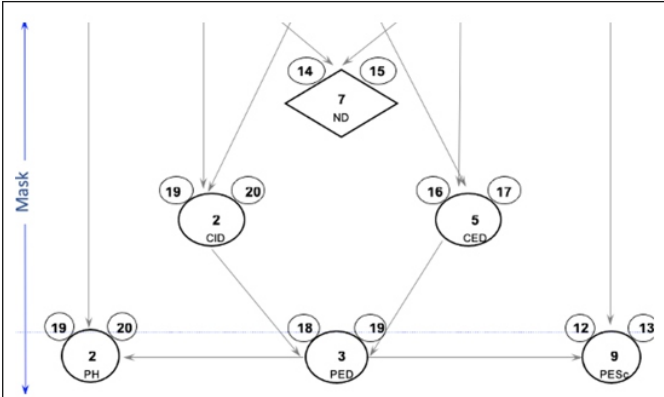
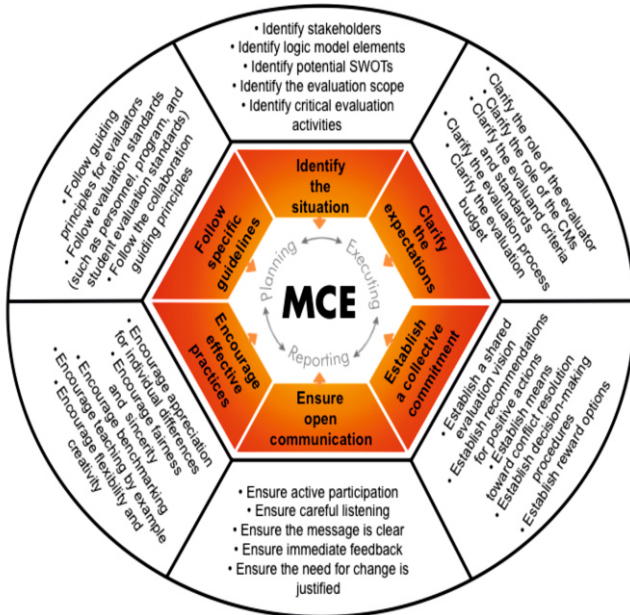


Figure 3: Example of a Mask Chart



Source: Rodríguez-Campos & Rincones-Gómez 2013

Figure 4: The Model for Collaborative Evaluations